READING

WRITING

SPEAKING, LISTENING,
AND VIEWING

Speaking, Listening, and Viewing

Michigan's English Language Arts Grade Level Content Expectations in Writing are categorized into seven domains:

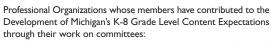Conventions (CN)   Discourse (DS)   Response (RP)

Oral language serves as the foundation for literacy development. It includes the expressive (speaking) and receptive (listening) aspects of language. These strands in the Grade Level Content Expectations emphasize the acquisition of language skills to convey and interpret meaning. Learning to converse and effectively communicate ideas to others is a process that begins naturally and slowly in the primary years and continues to progress throughout the grades. Only when we understand or are understood are we communicating.

Classroom communities where students are engaged in conversations about books, orally explaining how to solve problems, and discussing concepts that are being learned cultivate the development of oral language. In these classrooms students are encouraged to use dialogue to clarify their thinking and to deepen their learning. These conversations serve as the catalyst for students to consider different ideas and think more deeply and critically about issues. Teachers must systematically and carefully orchestrate opportunities for substantive conversations to occur as part of daily instruction and assessment strategies in all content areas.

Oral language skills are acquired over time and through a variety of venues. Students learn through explicit instruction to speak confidently and coherently in a variety of social and academic situations. They acquire skills that will enable them to make relevant contributions to class discussions, express feelings and opinions effectively, and demonstrate knowledge through formal presentations. With continual practice, gestures, facial expressions, colorful language and humor are skillfully incorporated by the student. The Speaking Grade Level Content Expectations are tied closely to the Grade Level Content Reading and Writing Expectations so that teachers can creatively design and integrate curriculum.

Listening and Viewing are grouped together in the Grade Level Content Expectations as receptive and responsive processes, ones that share many skills and strategies. As in Reading, these expectations focus on comprehension and analysis. Listening for meaning or gaining information is essential if students are to be successful. These skills begin as listening to simple instructions in kindergarten, and progress to being able to paraphrase what a speaker said and ask relevant questions about the content, validity and purpose of a presentation. Listening and viewing are also critical components in vocabulary development which directly impacts reading success.

Michigan students are linguistically and culturally diverse. Acquiring linguistic versatility for formal and social contexts is an essential life skill. The essence of the English language arts is exchanging and exploring information and insights. We use listening, speaking and viewing in every facet of our lives. Effective communication skills will increase students' ability to be successful academically, contribute to the future businesses that employ them, and the communities in which they choose to live.

SPEAKING - Conventions

	K	1	2	3	4	5	6	7	8
Students will...									
Conventions		**S.CN.01.01** use common grammatical structures correctly when speaking including singular and plural nouns, singular possessive pronouns, simple contractions, and conjunctions to express relationships (e.g., because, if, after, and inflected endings). (M .01, .02, .03, and .04 with .05)	**S.CN.02.01** use common grammatical structures correctly when speaking including subject/verb agreement, pronoun/noun agreement, nominative and objective case pronouns, and more complex conjunctions (e.g., although, instead of, so that). (M .01 and .02 with .03)	**S.CN.03.01** use common grammatical structures correctly when speaking including time relationships, verb tenses, and causal and temporal relationships.	**S.CN.04.01** use common grammatical structures correctly when speaking including appositives, participial phrases, adjectives, adverbs, and prepositional phrases to express ideas in more complex sentences.	**S.CN.05.01** use common grammatical structures correctly when speaking including irregular verbs to express more complex ideas.			
	S.CN.00.01 explore and use language to communicate with a variety of audiences and for different purposes including problem-solving, explaining, looking for solutions, constructing relationships, and expressing courtesies.	**S.CN.01.02** explore and use language to communicate with a variety of audiences and for different purposes including making requests, solving problems, looking for solutions, constructing relationships, and expressing courtesies. (PC .06)	**S.CN.02.02** explore and use language to communicate effectively with a variety of audiences and for different purposes including questions and answers, discussions, and social interactions. (PC .04)	**S.CN.03.02** adjust their use of language to communicate effectively with a variety of audiences and for different purposes including gathering information, making requests, discussing, classroom presentations, and playground interactions.	**S.CN.04.02** adjust their use of language to communicate effectively with a variety of audiences and for different purposes including community-building, appreciation, invitations, and cross-curricular discussions.	**S.CN.05.02** adjust their use of language to communicate effectively with a variety of audiences and for different purposes including research, explanation, and persuasion.	**S.CN.06.01** adjust their use of language to communicate effectively with a variety of audiences and for different purposes by asking and responding to questions and remarks to engage the audience when presenting.	**S.CN.07.01** adjust their use of language to communicate effectively with a variety of audiences and for different purposes by using specialized language related to a topic and selecting words carefully to achieve precise meaning when presenting.	**S.CN.08.01** adjust their use of language to communicate effectively with a variety of audiences and for different purposes by using enunciation to emphasize key ideas and concepts when presenting.
	S.CN.00.02 speak clearly and audibly in complete, coherent sentences and use sound effects or illustrations for dramatic effect in narrative and informational presentations.	**S.CN.01.03** speak effectively maintaining appropriate posture, eye contact, and position using props such as photographs or illustrations in narrative and informational presentations. (PC .07)	**S.CN.02.03** speak effectively adopting appropriate tone of voice and intonation patterns in narrative and informational presentations. (PC .05)	**S.CN.03.03** speak effectively emphasizing key words and varied pace for effect in narrative and informational presentations.	**S.CN.04.03** speak effectively using facial expressions, hand gestures, and body language in narrative and informational presentations. (Inserted)	**S.CN.05.03** speak effectively using varying modulation, volume, and pace of speech to indicate emotions, create excitement, and emphasize meaning in narrative and informational presentations.	**S.CN.06.02** speak effectively using rhyme, rhythm, cadence, and word play for effect in narrative and informational presentations.	**S.CN.07.02** speak effectively using slang, dialect, and colloquial language suitably to create interest and drama in narrative and informational presentations.	**S.CN.08.02** speak effectively using body language including gestures, posture, facial expressions, tone of voice, and pace of speaking to enhance meaning and influence interpretation in narrative and informational presentations.
	S.CN.00.03 present in standard American English if it is their first language. (Students whose first language is not English will present in their developing version of standard American English.)	**S.CN.01.04** present in standard American English if it is their first language. (Students whose first language is not English will present in their developing version of standard American English.) (PC .08)	**S.CN.02.04** present in standard American English if it is their first language. (Students whose first language is not English will present in their developing version of standard American English.) (PC .06)	**S.CN.03.04** present in standard American English if it is their first language. (Students whose first language is not English will present in their developing version of standard American English.)	**S.CN.04.04** present in standard American English if it is their first language. (Students whose first language is not English will present in their developing version of standard American English.) (PC .03)	**S.CN.05.04** present in standard American English if it is their first language. (Students whose first language is not English will present in their developing version of standard American English.)	**S.CN.06.03** present in standard American English if it is their first language. (Students whose first language is not English will present in their developing version of standard American English.)	**S.CN.07.03** present in standard American English if it is their first language. (Students whose first language is not English will present in their developing version of standard American English.)	**S.CN.08.03** present in standard American English if it is their first language. (Students whose first language is not English will present in their developing version of standard American English.)
	S.CN.00.04 understand, providing examples of how language differs from playground and classroom as a function of linguistic and cultural group membership.	**S.CN.01.05** understand, providing examples of how language differs from storybooks and classroom as a function of linguistic and cultural group membership. (PC .09)	**S.CN.02.05** understand, providing examples of how language differs from school and home as a function of linguistic and cultural group membership. (PC .07)	**S.CN.03.05** understand, providing examples of how language differs from neighborhood to neighborhood of the local community as a function of linguistic and cultural group membership.	**S.CN.04.05** understand, providing examples of how language differs from region to region of the United States as a function of linguistic and cultural group membership. (PC .04)	**S.CN.05.05** understand, providing examples of how language differs from early American history to current day America as a function of linguistic and cultural group membership.			

SPEAKING - Discourse

	K	1	2	3	4	5	6	7	8
Discourse	*Students will...*								
	S.DS.00.01 engage in substantive conversations, remaining focused on subject matter, with interchanges beginning to build on prior responses in literature discussions, paired conversations, or other interactions.	**S.DS.01.01** engage in substantive conversations, remaining focused on subject matter, with interchanges building on prior responses in literature discussions, paired conversations, or other interactions.	**S.DS.02.01** engage in substantive conversations, remaining focused on subject matter, with interchanges building on prior responses in literature discussions, peer conferencing, or other interactions.	**S.DS.03.01** engage in interactive, extended discourse to socially construct meaning in book clubs, literature circles, partnerships, or other conversation protocols.	**S.DS.04.01** engage in interactive, extended discourse to socially construct meaning in book clubs, literature circles, partnerships, or other conversation protocols.	**S.DS.05.01** engage in interactive, extended discourse to socially construct meaning in book clubs, literature circles, partnerships, or other conversation protocols.	**S.DS.06.01** engage in interactive, extended discourse to socially construct meaning in book clubs, literature circles, partnerships, or other conversation protocols.	**S.DS.07.01** engage in interactive, extended discourse to socially construct meaning in book clubs, literature circles. partnerships, or other conversation protocols.	**S.DS.08.01** engage in interactive, extended discourse to socially construct meaning in book clubs, literature circles, partnerships, or other conversation protocols.
	S.DS.00.02 briefly tell or retell about familiar experiences or interests focusing on basic story grammar or main ideas and key details.	**S.DS.01.02** tell or retell familiar stories (e.g., realistic fiction, fantasy, folktale), using a problem/ solution pattern, appropriate story grammar, and proper sequence while maintaining appropriate posture and eye contact, using a prop for support.	**S.DS.02.02** tell or retell stories (e.g., fantasy, legends, drama), using story grammar (e.g., elaborated information about characters, characters' actions and motivations, plot, and setting as related to plot), while maintaining appropriate intonation and tone of voice.	**S.DS.03.02** discuss narratives (e.g., folktales, fables, realistic fiction), conveying the story grammar (e.g., characters' thoughts and motivation, setting, plot, story level theme) and explain why the story is worthwhile and how it is relevant to the storyteller or the audience.	**S.DS.04.02** discuss narratives (e.g., fantasy, myths, legends, adventures, poetry), conveying the story grammar (e.g., various character roles, plot, story level theme) and emphasizing facial expressions, hand gestures, and body language.	**S.DS.05.02** discuss narratives (e.g., mystery, historical fiction, tall tales, science fiction), conveying the story grammar (e.g., traits of characters, relationship between setting and climax/ anticlimax), while varying voice modulation, volume, and pace of speech to emphasize meaning.	**S.DS.06.03** discuss written narratives that include a variety of literary and plot devices (e.g., established context plot, point of view, sensory details, dialogue, and suspense).	**S.DS.07.03** discuss written narratives with a variety of literary and plot devices (e.g., clearly described setting, sequenced events, complex major and minor characters, dialogue, suspense, and specific character actions such as gestures, movements, and expressions).	**S.DS.08.03** discuss written narratives with a variety of literary and plot devices (e.g., description of relevant situations, well-chosen details, relevant dialogue, specific action, and physical description of characters).
	S.DS.00.03 respond to multiple text types by reflecting, making meaning, and making connections.	**S.DS.01.03** respond to multiple text types by reflecting, making meaning, and making connections.	**S.DS.02.03** respond to multiple text types by reflecting, making connections, taking a position, and/or showing understanding.	**S.DS.03.03** respond to multiple text types by reflecting, making connections, taking a position, and/or showing understanding.	**S.DS.04.03** respond to multiple text types by reflecting, making connections, taking a position, and/or showing deep understanding.	**S.DS.05.03** respond to multiple text types by analyzing content, interpreting the message, and evaluating the purpose.	**S.DS.06.02** respond to multiple text types in order to compare/contrast ideas, form, and style; to evaluate quality; take a stand and support an issue; and to identify personally with a universal theme.	**S.DS.07.02** respond to multiple text types in order to anticipate and answer questions, offer opinions and solutions, and to identify personally with a universal theme.	**S.DS.08.02** respond to multiple text types in order to explore problems and pose solutions supported with evidence, take a stand on an issue and support it, and identify personally with a universal theme.
	S.DS.00.04 plan and deliver presentations using a descriptive informational organizational pattern providing several facts and details to make their point clearly and audibly.	**S.DS.01.04** plan and deliver presentations using an informational organizational pattern (e.g., descriptive, enumerative, or sequential) providing several facts and details to make their point while maintaining appropriate posture and eye contact using a prop.	**S.DS.02.04** plan and deliver presentations using an informational organizational pattern (e.g., descriptive, cause/effect, compare/contrast) providing supportive facts and details to make their point, reflecting the source of information, while maintaining appropriate intonation and tone of voice using a prop.	**S.DS.03.04** plan and deliver presentations using an effective informational organizational pattern (e.g., descriptive, problem/solution, cause/effect); supportive facts and details reflecting a variety of resources; and varying the pace for effect.	**S.DS.04.04** plan and deliver presentations focusing on a key question using an informational organizational pattern (e.g., descriptive, problem/solution, cause/effect); supportive facts and details reflecting and emphasizing facial expressions, hand gestures, and body language.	**S.DS.05.04** plan and deliver persuasive presentations or reports using an informational organizational pattern for a specific purpose (e.g., to persuade, describe, inform) that conveys and supports the point they want to make, while varying voice modulation, volume, and pace of speech to emphasize meaning.	**S.DS.06.04** plan a focused and coherent informational presentation using an informational organizational pattern (e.g., problem/solution, sequence); select a focus question to address and organize the message to ensure that it matches the intent and the audience to which it will be delivered.	**S.DS.07.04** plan and deliver a focused, coherent informational presentation using an informational organizational pattern (e.g., theory/evidence, persuasion, sequence) that incorporates persuasive, non-verbal techniques, and provides explanations and descriptions supportive of the presentation's focus and the backgrounds and interests of the audience.	**S.DS.08.04** plan, outline, and deliver an informational presentation using precise and vivid language in the active voice; organizing logically to convey the message; applying persuasive non-verbal techniques; making use of rhetorical strategies to support the purpose of the presentation and to positively impact the intended audience.

LISTENING & VIEWING - Conventions

	K	1	2	3	4	5	6	7	8
Conventions	*Students will...*								
	L.CN.00.01 understand and follow one- and two-step directions.	**L.CN.01.01** understand, restate and follow two-step directions.	**L.CN.02.01** understand, restate and follow three- and four-step directions.						
	L.CN.00.02 ask appropriate questions during a presentation or report.	**L.CN.01.02** ask appropriate questions for clarification and understanding during a presentation or report.	**L.CN.02.02** ask appropriate questions for clarification and understanding during a presentation or report.	**L.CN.03.01** ask substantive questions of the speaker that will provide additional elaboration and details.	**L.CN.04.01** ask substantive questions of the speaker that will provide additional elaboration and details.	**L.CN.05.01** ask substantive questions based on the argument(s) presented by a speaker when listening to or viewing a variety of presentations.	**L.CN.06.01** respond to, evaluate, and analyze the speaker's effectiveness and content when listening to or viewing a variety of speeches and presentations.	**L.CN.07.01** distinguish facts from opinions and question their validity when listening to or viewing a variety of speeches and presentations.	**L.CN.08.01** analyze main idea, significant details, fact and opinion, bias, propaganda, argumentation, or support when listening to or viewing a variety of speeches and presentations.
	L.CN.00.03 listen to or view knowledgeably while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive) in small and large group settings; listen to each other, interact, and respond appropriately. *(M .03 with .04)*	**L.CN.01.03** listen to or view knowledgeably while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive) in small and large group settings; listen to the comments of a peer and respond on topic adding a connected idea. *(M/PC .04 with .05)*	**L.CN.02.03** listen to or view knowledgeably while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive) in small and large group settings; listen to the comments of peers and respond on topic adding a connected idea. *(M/PC .04 with .05)*	**L.CN.03.02** listen to or view knowledgeably while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive) in small and large group settings.	**L.CN.04.02** listen to or view critically while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive) in small and large group settings.	**L.CN.05.02** listen to or view critically while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive) in small and large group settings.	**L.CN.06.02** listen to or view critically while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive); critically examine the verbal and non-verbal strategies during speeches and presentations.	**L.CN.07.02** listen to or view critically while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive); critically examine the verbal and non-verbal strategies during speeches and presentations.	**L.CN.08.02** listen to or view critically while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, and supportive); critically examine the verbal and non-verbal strategies during speeches and presentations.
		L.CN.01.04 understand how the source of the message affects the receiver's response (student/student, student/teacher, student/parent). *(PC .03)*	**L.CN.02.04** understand how the source of the message affects the receiver's response (student/student, student/teacher, student/parent). *(PC .03)*	**L.CN.03.03** distinguish between and explain how verbal and non-verbal strategies enhance understanding of spoken messages and promote effective listening behaviors.	**L.CN.04.03** distinguish between and explain how verbal and non-verbal strategies enhance understanding of spoken messages and promote effective listening behaviors.	**L.CN.05.03** listen and view critically how verbal and non-verbal strategies enhance understanding of spoken messages and promote effective listening behaviors during a variety of class presentations.			
	L.CN.00.04 begin to evaluate messages they experience, learning to differentiate between sender and receiver. *(PC .05)*	**L.CN.01.05** begin to evaluate messages they experience from a variety of media and differentiate between sender, receiver, and message. *(PC .06)*	**L.CN.02.05** begin to evaluate the messages they experience in broadcast and print media distinguishing between factual information and opinion, advertising hype, or propaganda. *(M/PC .06 with .07)*	**L.CN.03.04** be aware that the media has a role in focusing attention on events and in shaping opinions; recognize the variables (e.g., mistakes, misspeaks) in the media.	**L.CN.04.04** recognize and analyze the various roles of the communication process (e.g., to persuade, critically analyze, flatter, explain, dare) in focusing attention on events and in shaping opinions.	**L.CN.05.04** recognize and analyze the various roles of the communication process (e.g., to persuade, critically analyze, entertaining versus informative, different interpretations or perspectives of an action or event) in focusing attention on events and shaping opinions.			

LISTENING & VIEWING - Response

Response

	K	1	2	3	4	5	6	7	8
Students will...									
	L.RP.00.01 listen to or view knowledgeably and discuss a variety of genre.	**L.RP.01.01** listen to or view knowledgeably and discuss a variety of genre.	**L.RP.02.01** listen to or view knowledgeably and discuss a variety of genre.	**L.RP.03.01** listen to or view knowledgeably and discuss a variety of genre and compare their responses to those of their peers.	**L.RP.04.01** listen to or view knowledgeably and discuss a variety of genre and compare their responses to those of their peers.	**L.RP.05.01** listen to or view knowledgeably and discuss a variety of genre and compare their responses to those of their peers.	**L.RP.06.01** listen to or view knowledgeably a variety of genre to summarize, take notes on key points, and ask clarifying questions.	**L.RP.07.01** listen to or view knowledgeably a variety of genre to identify, state, and react to a speaker's point of view and bias.	**L.RP.08.01** listen to or view knowledgeably a variety of genre to react to a speaker's intent and apply a speaker's reasoning to other situations.
	L.RP.00.02 listen to or view knowledgeably, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.	**L.RP.01.02** select, listen to or view knowledgeably, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.	**L.RP.02.02** select, listen to or view knowledgeably, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.	**L.RP.03.02** select, listen to or view knowledgeably, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.	**L.RP.04.02** select, listen to or view knowledgeably, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.	**L.RP.05.02** select, listen to or view knowledgeably, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.	**L.RP.06.02** select, listen to or view knowledgeably, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.	**L.RP.07.02** listen to or view knowledgeably, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.	**L.RP.08.02** select, listen to or view knowledgeably, respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.
	L.RP.00.03 respond to multiple text types listened to or viewed knowledgeably, by discussing, drawing, and/or writing in order to reflect, make meaning, and make connections.	**L.RP.01.03** respond to multiple text types listened to or viewed knowledgeably, by discussing, illustrating, and/or writing in order to reflect, make meaning, and make connections.	**L.RP.02.03** respond to multiple text types listened to or viewed knowledgeably, by discussing, illustrating, and/or writing in order to reflect, make connections, take a position, and/or show understanding.	**L.RP.03.03** respond to multiple text types listened to or viewed knowledgeably, by discussing, illustrating, and/or writing in order to reflect, make connections, take a position, and/or show understanding.	**L.RP.04.03** respond to multiple text types listened to or viewed knowledgeably, by discussing, illustrating, and/or writing in order to clarify meaning, make connections, take a idea, and/or show deep understanding.	**L.RP.05.03** respond to multiple text types listened to or viewed knowledgeably, by discussing, illustrating, and/or writing in order to clarify meaning, make connections, take a position, and/or show deep understanding without major misconceptions.	**L.RP.06.05** respond to multiple text types when listened to or viewed knowledgeably, by discussing, illustrating, and/or writing in order to compare/contrast similarities and differences in idea, form, and style to evaluate quality and to identify personal and universal themes.	**L.RP.07.05** respond to multiple text types when listened to or viewed knowledgeably, by discussing, illustrating, and/or writing in order to anticipate and answer questions; determine personal and universal themes; and offer opinions or solutions.	**L.RP.08.05** respond to multiple text types when listened to or viewed knowledgeably, by discussing, illustrating, and/or writing in order to anticipate and answer questions; determine personal and universal themes; and offer opinions or solutions.
				L.RP.03.04 combine skills to reveal strengthening literacy (e.g., viewing then analyzing orally, listening then summarizing orally).	**L.RP.04.04** combine skills to reveal strengthening literacy (e.g., viewing then analyzing in writing, listening then giving an opinion orally).	**L.RP.05.04** combine skills to reveal strengthening literacy (e.g., viewing then analyzing in writing, listening then paraphrasing in writing).			
				L.RP.03.05 respond to and retell what a speaker said, paraphrasing and explaining the main idea, and then extend their response by connecting and relating it to personal experiences.	**L.RP.04.05** respond to and summarize the major ideas and evidence presented in spoken messages and formal presentations.	**L.RP.05.05** respond to and go beyond the information given by a speaker, making inferences and drawing appropriate conclusions.	**L.RP.06.06** respond to, evaluate, and analyze the credibility of a speaker who uses persuasion to affirm his/her point of view in a speech or presentation.	**L.RP.07.06** evaluate the credibility of a speaker by determining whether the speaker's point of view is biased or not.	**L.RP.08.06** evaluate the credibility of a speaker by determining whether the speaker may have hidden agendas or be otherwise biased.

LISTENING & VIEWING - Response

	K	1	2	3	4	5	6	7	8
Response							**L.RP.06.03** identify a speaker's affective communication expressed through tone, mood, and emotional cues.	**L.RP.07.03** identify a speaker's attitude toward a subject expressed through tone, mood, emotional cues, and depth of content.	**L.RP.08.03** paraphrase a speaker's main ideas, purpose, and point of view, and ask relevant questions about the content, delivery, and purpose of the presentation.
							L.RP.06.04 relate a speaker's verbal communications (e.g., tone of voice) to the non-verbal message communicated (e.g., eye contact, posture, and gestures).	**L.RP.07.04** ask probing questions of speakers, focusing on claims and conclusions presented.	**L.RP.08.04** analyze oral interpretations of literature (e.g., language choice, delivery) and the effect of the interpretations on the listener.
							L.RP.06.07 identify persuasive and propaganda techniques used in television, and identify false and misleading information.	**L.RP.07.07** identify persuasive and propaganda techniques and analyze the effect on the view of images, text, and sound in the electronic media (e.g., television, movies), and determine if the techniques used achieved their intended effects.	**L.RP.08.07** interpret and analyze the various ways in which visual image-makers (e.g., graphic artists, illustrators) communicate information and affect impressions and opinions.

Students will...